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ABSTRACT

This kit for sex/race/career analysis provides educators and parents with an appropriate tool for objectively documenting the existence or absence of sex, race, or career bias in reading, literature, and social science curriculum. These procedures may also be used to document the portrayal of other characters, such as the aged, single parent families, the handicapped, and farmers. The evaluation focuses on two criteria: (1) number of major characters by sex and race; and (2) number and name of careers or occupations by sex and race. Racial minorities include blacks, native Americans, Mexicans, Puerto Ricans, Chinese, Japanese, Filipinos, and non-identifiable other (including Alaskan Indians and Hawaiians). Sample analysis forms are included, with instructions for recording and analyzing the data. Summary forms, to be used for textbook series, are also included. (Author/GDC)

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CAREER • SEX • RACE ANALYSIS KIT

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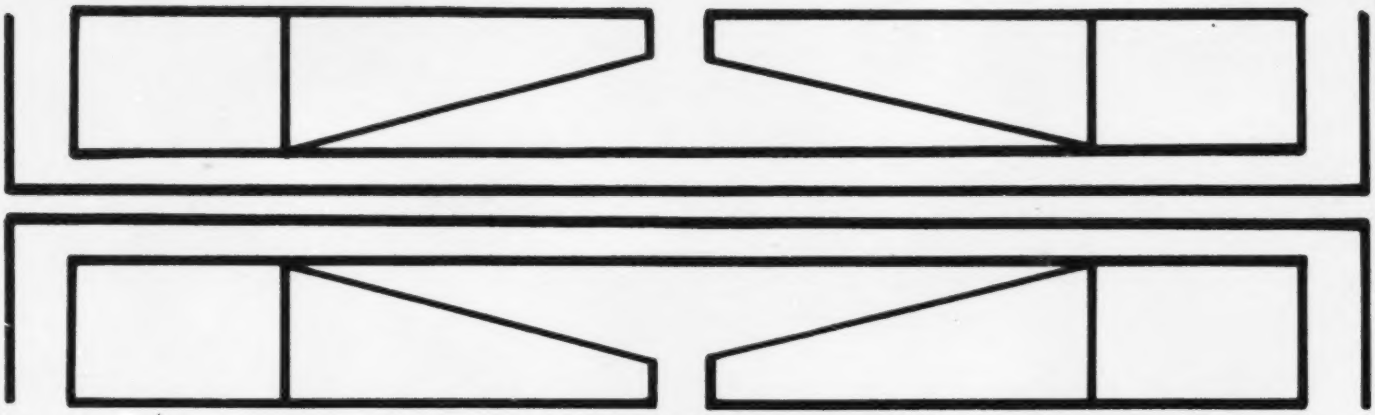

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WARNING

TEXTBOOK ANALYSIS IS TIME CONSUMING!

While the process described in this booklet is time consuming, the eventual reward of finding unbiased materials will be well worth your efforts. While this particular process of quantitative documentation has the strengths of objectivity, it has an inherent weakness of not describing particular major characters other than through career listings. Thus, a publisher could provide a higher percent of the stories about a sex or race--but in very negative or stereotypic roles. If this factor seems to apply to the books you are analyzing, you might wish to note the negative adjectives on separate lists.

Textbook companies should be required to provide critical types of information when their wares are presented for adoption. Eventually, when the concerted efforts of many persons such as you bring enough pressure to bear on publishers, they will be required to submit cultural and career documentation along with other types of data such as readability levels for each selection and in all texts.

Yours for Truth in Advertising,

Gwyneth Britton & Associates, Inc.

Gwyneth Britton

Esther Britton

Margaret Lumpkin

TEXTBOOK ANALYSIS KIT FOR SEX/RACE/CAREERS/OTHER

PURPOSE

The purpose of this sex/race/career analysis kit is to provide educators, parents and others with an appropriate research tool for objectively documenting the existence or absence of sex/race/career bias in reading, literature, and social science curriculum materials. In addition, the procedures described may be used to document the number of other characters such as the aged, single parent families, the handicapped and the image of farmers, etc. Some modification of this analysis procedure is necessary for use in other subjects.

TERMINOLOGY

Sexism means the collection of attitudes, beliefs, and behaviors which result from the assumption that one sex is superior.

Racism means the collection of attitudes, beliefs, and behaviors which result from the assumption that one race is superior.

Careers are those occupations assigned to the adults in these selections. A career or occupation should provide the means of support for this person either directly or indirectly.

A major character is defined as the leading character who generates the action or is recipient of the action in the story. The story is written about this person or persons, thing, object or total race. The major character has the primary dialogue and is usually the decision maker.

FOCUS

The evaluator will be determining:

1. Number of major characters by sex and race.

2. Number and name of careers or occupations by sex and race.

GENERAL PROCEDURES

BASIC UNDERSTANDINGS

1. Each book is analyzed utilizing Forms A and B simultaneously.

2. When a series is to be analyzed, each book in the series must be analyzed first.

3. After each book is analyzed, the results from all the form A's and B's must be summarized on Form C and D.

4. Each story must be read to identify the major character(s) and careers.

5. Illustrations may be unrelated to the story.

6. Children are usually not seen in careers and should not be included in the tally involving career assignments. An exception might involve historic selections where children are actually shown in a career. This career should then be included.

7. When in doubt about identifying the major character, count the number of pages on which each character appears to help determine which character makes decisions or proposes action or is the cause of others' actions.

8. In order to determine if a bias exists in favor of male or female major characters or in favor of particular ethnic groups, it is necessary to count and record the number of major characters of each sex and each ethnic group. These ethnic categories are those established by the U. S. Census Bureau for the 1970 Census.

9. Sampling techniques are not used because the books are not internally consistent and children may be directed to read all stories.

CRITERIA

CRITERIA/CATEGORIES

The following criteria should be used in order to document the major characters by sex and determine if the major characters are:

1. Boys
2. Girls
3. Boys and Girls
4. Adult Males
5. Adult Females
6. Adult Males and Females
7. Male Animal
8. Female Animal
9. Folk Fantasy Male
10. Folk Fantasy Female
11. Male Biography
12. Female Biography
13. Other

ANALYSIS

MAJOR CHARACTERS BY SEX

1. When determining major characters by sex use Form A.

2. Based on the major character(s), each story is assigned to a category below.

3. Only one major character is tallied for each story.

4. If the story featured a boy, then the page number of that story should be listed opposite the category of boys.

5. If there is more than one major character, record the story as "boys" if all major characters are boys.

6. Record the story as "girls" if all are girls; record it as "boys and girls" if some of each sex are shown.

7. When the story features boys and girls or adult males and females participating equally in the situation, then assign this story to the category of

boys and girls or adult males/adult females. When summarizing the data it will be assigned to the category of Males/Females together.

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TEXTBOOK EVALUATION FORM
RESEARCH SEX STEREOTYPING
FORM A

MAJOR CHARACTER/CAREER ROLE ASSIGNMENT BY SEX

SERIES TITLE _____ DATE PUBLISHED _____

TEXT TITLE _____ READING LEVEL _____

		PAGE NUMBER	TOTAL
1.	Boys	6, 17, 29, 48, 164, 169	
	Boys		6
2.	Girls	13, 84	2
3.	Boys and Girls	49	1
4.	Adult Males	2	1
5.	Adult Females	87	1
6.	Adult Males and Females	0	0
7.	Male Animal	0	0
8.	Female Animal	0	0
9.	Folk Fantasy Male	114, 127, 134	3
10.	Folk Fantasy Female	0	0
11.	Male Biography	89, 104	2
12.	Female Biography	91, 109	2
13.	Other: (Neuter Animals, Science, Total Race)	180, 183	2

ANALYSIS

Form A (cont.)

CAREERS BY SEX

1. As the evaluator reads each story, careers for men and women should be recorded on the lines at the bottom of evaluation Form A.

2. Each time the career is shown or mentioned in a new story, this name of the career should be recorded in the appropriate space with a tally mark to indicate how many times it was represented by a different person, i.e., baker, 5.

3. A career is recorded only once for each story.

4. For example, if a male farmer is shown, the career of farmer is recorded with 1 tally mark. If this same farmer is shown several times throughout the story it is still counted as a frequency of one.

5. However, if there are 7 different farmers shown in the same story then the career of farmer is recorded with 7 tally marks behind it.

6. If the same 7 farmers appear in a later story then the frequency of 7 must again be recorded for this career.

7. If there are 3 different women doctors appearing in the same story, the career of doctor must be recorded with 3 tally marks indicating that 3 different people were shown in this career in the same story.

8. Sometimes the career of an adult cannot be identified in either the story or the illustrations. In this case, do not record any career for this person.

9. When determining the number of different careers, count each career only once.

10. Note in the example for men there are 10 different careers.

11. The frequency relates to the number of times people are shown in one career. Looking at the example note that the men are shown 24 times in various careers and that the frequency shown for President is 5.

12. The women are shown in 5 different careers with a frequency of 3 for doctor.

13. Remember a career or occupation should provide an apparent means of support for the person.

14. When the career represented in one illustration or story problem showed more than 10 persons assigned to that role, a maximum frequency of 10 was recorded. For example, 20 stockbrokers were shown in a single illustration. This was recorded as stockbroker--10. The reason for this procedure is that on occasion some story problems or directions mention hundreds of soldiers or an army of thousands. The recording of the frequency would show a significant disparity between male and female career role with an inflated frequency based on <u>one</u> story or sentence. This procedure is an elective delimiter used by this researcher.

15. Careers that were not designated by sex were counted in the category of Neutral Different Careers. For instance, the copy might read that, "The engineer studied the difficult problem." The context of this statement does not identify the sex of the engineers, and therefore this career would be assigned to the category of Neutral Different Careers.

Total Number of Careers Assigned to Men	124
Total Number of Careers Assigned to Women	12
Total Number of Neutral Careers	
Total Stories Male (No. 1 + 4 + 7 + 9 + 11)	
Total Stories Female (No. 2 + 5 + 8 + 10 + 12)	
Total Stories Male/Female Together (No. 3 + 6)	
Total Stories Other (No. 13)	
Total Stories	

Career Roles/Men — Total Different Careers 10 (Count each career once)

	Career/Freq.	Career/Freq.	Career/Freq.
1.	Farmer IIII		
2.	Salesman II		
3.	Astronaut III		
4.	Rancher I		
5.	President III		
6.	Baker I		
7.	PolicemanIII		
8.	Pilot II		
9.	Barber I		
10.	Manager I		
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Neutral Careers — Total Diff. Careers ___

	Career/Freq.
	Engineer II

Career Roles/Women — Total Different Careers 5 (Count each career once)

	Career/Freq.	Career/Freq.
1.	Doctor III	
2.	Nurse I	
3.	Biologist II	
4.	Mother IIII	
5.	Teacher I	
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

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EXCEPTIONS

BASIC UNDERSTANDINGS

1. Plays are counted as stories.

2. Poetry is not included in this evaluation of stories.

3. Normally, only one career per person is counted in each story. The career of mother or father is not counted if they work outside of the home. The career tabulated would be bus driver.

ANALYSIS

MINORITIES - RACE & CAREERS

Form B

1. The analysis for racism follows the same basic guidelines as those employed for the sexism and career analysis except that when an ethnic major character is featured or shown in a career, this information is recorded first on Form A for all races and then a second time on Form B.

2. Form B has been specifically designed for ethnic groups according to race and sex.

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TEXTBOOK EVALUATION FORM
RACISM/SEXISM
FORM B

ETHNIC MAJOR CHARACTERS/CAREERS BY SEX/RACE

SERIES TITLE _____ DATE PUBLISHED _____

TEXT TITLE _____ READING LEVEL 4

Ethnic Categories	TOTAL	Black	Native American	Mexican	Puerto Rican	Chinese	Japanese	Filipino	Non Identifiable Ethnic Min.
Reading Grade Level	4								
Number of Texts	1								
Total Stories	30								
Featuring Boys	3	III							
Featuring Girls	2			I			I		
Featuring Boys and Girls	0								
Featuring Adult Males	3	I	I	I					
Featuring Adult Females	0								
Featuring Adult Males and Females	1					I			
Folk Fantasy Male	0								
Folk Fantasy Female	0								
Featuring Male Animal	0								
Featuring Female Animal	0								
Featuring Male Biography	1	I							
Featuring Female Biography	0								
Other: Science, Neuter Animal, Total Race	1			I					
Total No. Careers assigned to Men	14								
Total No. Careers Assigned to Women	4								
Careers and Frequency - Men 1.		Pro-basketball II	Warrior III	Farm Laborer III		Fisher I	Fisher I		
2.		Police Officer I				Laundry Worker I			
3.		Civil Rights Leader I							
4.		Slave I							
5.									
6.									
7.									
8.									
9.									
10.									
Careers and Frequency - Women 1.		Mother II		Mother I			Mother I		
2.									
3.									
4.									
5.									

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RACE & SEX - MINORITY

1. If the major character is a Black adult male, then the analyzer would locate the category for adult males and the column for Blacks and record a tally mark. Note Form B.

2. Alaskan Indians and Hawaiians are recorded in the ethnic category of non-identifiable ethnic minority.

3. Sometimes it is difficult to determine the race of an ethnic major character due to the setting and the illustrations. These major characters should be recorded in the ethnic minority category of non-identifiable ethnic minority.

4. Note the examples on Form B.

CAREERS - MINORITY

1. The careers shown for ethnic groups should be recorded in the space at the bottom of the form which provides a space for listing the career and the frequency.

SERIES SUMMARIZATION

MAJOR CHARACTERS AND CAREERS BY SEX

1. When the evaluation of each book in a series of texts has been completed it is necessary to summarize and total the findings on a separate summary sheet, Form C.

2. If only one text has been evaluated, Form C is not necessary.

3. The purpose of Form C is to systematically arrange or codify the data about major characters by sex and careers from each textbook.

4. Note at the top of Form C where it shows Total Stories Male, Total Stories Female, Total Stories Other, and Total Stories in the Series. The evaluator will transfer this information from each Form A representing one book to Form C representing the series. (See page 10 Form C)

5. For example, assume that there are 2 textbooks in a series. Textbook X shows 7 stories for males, 2 stories for females and 5 stories in the category of Other with a total of 14 stories. Note how this is recorded on Form D. Textbook Y shows 4 stories for males, 3 stories for females and 5 stories in the category of Other for a total of 12 stories.

6. Now the evaluator totals the stories for males 7 + 4 = 11, totals the stories for females 2 + 2 = 4, totals the stories in the category of Other 5 + 5 = 10 and totals the stories in the series 14 + 11 = 25.

7. Experienced evaluators will transfer the data for major characters by sex from Form A and then also transfer the careers and frequency. However, for purposes of clarification, the two procedures are separated here.

8. Another purpose of Form C is to provide a format for alphabetizing all of the career roles and determining the total number of times or frequency that people are shown in careers.

9. The careers and frequency shown on Form A for each textbook will be transferred to Form C. For example, Textbook X showed these career and frequencies for men and women.

Textbook X-Men		Textbook X--Women	
Careers	Frequency	Careers	Frequency
1. sheriff	11	1. teacher	1
2. baker	1	2. mother	111
3. doctor	1	3. clerk	11
4. scientist	11	4.	
5. warrior	𝍸		

10. Textbook X shows there are 5 different careers with 11 total careers assigned to men.

11. Textbook X shows 3 different careers for women with a total number of careers assigned to women as 5.

12. Record the careers alphabetically at the bottom of the page in the spaces provided and show the number of times this career was assigned using tally marks.

13. Record the total number of careers assigned to men and to women on the dash lines under Textbook X. Note the example.

14. Textbook Y showed these careers and frequencies for men and women.

Textbook Y--Men

Careers	Frequency
1. pilot	11
2. author	1
3. baker	1
4. diver	1
5. mayor	11

Testbook Y--Women

Careers	Frequency
1. secretary	1
2. mother	11
3.	
4.	
5.	

15. Textbook Y shows 5 different careers for men. The total number of careers assigned to men is 7.

16. Textbook Y shows 2 different careers for women with the total number of careers or frequency of 3. Record this information on Form C at the top of the page. Record the careers alphabetically at the bottom of the page in the spaces provided. Note that the careers of baker and mother have already been entered.

17. The evaluator records only the frequency or the number of times a person was assigned to this career in this textbook. In this case, another tally mark of one should be assigned to baker, and 2 tally marks should be assigned to mother for textbook Y.

18. The summary of the two textbook analyses shows 9 different careers out of the total of 18 careers assigned to men.

19. Neutral different careers, are such as engineer--2, shows the career of engineer with a frequency of 2. The sex of the engineer could not be determined from the copy.

SERIES
SUMMARIZATION ETHNIC MAJOR CHARACTERS BY CAREERS AND BY SEX

Form D

1. The purpose of Form D is to provide the evaluator with a summary form to record the findings from each Form B which deal with ethnic major characters and careers by sex.

2. Form B information represents data from a single textbook.

3. The information from Form B is being transferred to Form D which represents the findings from an entire series of texts.

4. First transfer the data from Form B regarding ethnic major characters by sex/race to form D.

5. Note the first column for Blacks.

6. Count the number of stories showing Black males as major characters.

7. Record on Form D under the section entitled Ethnic Major Characters the number of stories assigned to Black males.

8. Record it under the alpha symbol of M and use tally marks.

9. Now count the number of stories showing Black females as major characters and record this on Form D, under the alpha symbol of F. Again, use tally marks.

10. Those stories assigned to the category of Other for Blacks should be transferred to Form D and recorded under the O symbol for Other.

11. Note the example for Blacks showing 6 major characters for males, 2 major characters for females and 2 assigned to the category of Other.

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FORM C

SUMMARY FORM FOR MAJOR CHARACTERS/CAREERS BY SEX

SERIES TITLE _____ DATE PUBLISHED _____
PUBLISHER _____ GRADE LEVELS _____

Record for Each Text	X	Y	TOTAL
TOTAL STORIES MALE	7	4	11
TOTAL STORIES FEMALE	2	2	4
TOTAL STORIES MALE/FEMALE TOGETHER	0	0	0
TOTAL STORIES OTHER	5	5	10
TOTAL STORIES IN SERIES	14	11	25
TOTAL NUMBER OF CAREERS ASSIGNED TO MEN	11	7	18
TOTAL NUMBER OF CAREERS ASSIGNED TO WOMEN	5	3	8
TOTAL NUMBER OF NEUTRAL CAREERS			2

TOTAL DIFFERENT CAREERS MEN 9

	Career/Freq.	Career/Freq.	Career/Freq.
1.	A	I	P Pilot II
2.	Author I		
3.			
4.			
5.	B		Q
6.	Baker II	J	
7.			
8.			
9.			R
10.	C		
11.		K	
12.			
13.			S
14.			Sheriff II
15.	D		Scientist II
16.	Doctor I		
17.	Diver I	L	
18.			
19.	E		
20.			T
21.			
22.			
23.		M	
24.		Mayor II	
25.	F		
26.			
27.			U
28.			
29.			
30.		N	V
31.	G		
32.			
33.			W
34.			Warrior III
35.		O	X
36.	H		
37.			X
38.			
39.			Z
40.			

TOTAL NEUTRAL CAREERS _____ TOTAL DIFFERENT CAREERS WOMEN 4

	Career/Freq.	Career/Freq.
1.	A	L
2.		
3.		
4.		M
5.	B	Mother III
6.		
7.		
8.	C	
9.	Clerk I	N
10.		
11.	D	
12.		O
13.		
14.	E	
15.		P
16.		
17.	F	
18.		
19.		Q
20.		
21.		
22.		R
23.	G	
24.		
25.		S
26.		Secretary I
27.	H	T Teacher I
28.		
29.		
30.	I	
31.		U
32.		
33.		V
34.		
35.	J	W
36.		
37.		X
38.	K	Y
39.		Z
40		

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Black

M	F	O
~~HH~~ 1	11	11

12. The major characters for each race should be recorded in the same way.

ETHNIC CAREERS BY RACE/SEX

1. The careers and frequency shown on Form B for each textbook will be transferred to Form D.

2. Note on Form D the section labeled Different Careers Men/Different Careers Women.

3. First record the careers and frequency for careers assigned to Black men, then record the careers and frequency assigned to Black women.

4. Write the career in the proper space and indicate the frequency with tally marks.

5. Remember that careers are transferred from each Form B which represents a single textbook to Form D which represents the entire series.

6. Record the careers/frequency for each race and sex.

ETHNIC/DIFFERENT CAREERS

1. The next procedure requires that the evaluator count the number of careers for each race and sex and transfer this information to the section entitled Ethnic/Different Careers by Sex/Race.

2. First count the different careers assigned to Black males in the column under Black entitled Career/Frequency.

3. Record this figure under the section for Blacks and under the alpha index of M, which represents males.

4. Now count the different careers assigned to Black women.

5. Record this figure under the section for Blacks and under the alpha index of F. which represents females.

6. Proceed to count the different careers for each race and sex and record these figures under either M or F indexes.

Black		Native American		Mexican	
M	F	M	F	M	F
2	1	3	0	1	0

7. To determine the total different careers for ethnic men and women, it is necessary to alphabetize the different careers for men and women on separate sheets of paper and record the frequency of the careers.

8. The total number of different careers for men and women should be recorded on Form D under the section entitled

Series Total
Different Careers

Total	Male	Female
16	10	6

9. Record the total male different careers and the total female different careers. Then add the male and female different careers for the grand total. See above sample.

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FORM D

SUMMARY FORM FOR ETHNIC MAJOR CHARACTERS AND CAREERS BY SEX/RACE

Series Title _____ Publisher _____ Date Published _____
Grade Levels _____

ETHNIC MAJOR CHARACTERS BY SEX/RACE

Ethnic Stories Total Stories	Black			Native American			Mexican			Puerto Rican			Chinese			Japanese			Filipino			Non-Identifiable			Ethnic Stories Series Profile		
	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O
	IIII I	II	II																								

ETHNIC DIFFERENT CAREERS BY SEX/RACE

Series Total Different Careers			Black		Native American		Mexican		Puerto Rican		Chinese		Japanese		Filipino		Non-Identifiable Ethnic Min.	
Total	Male	Female	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

		Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.
DIFFERENT CAREERS MEN	1.	Baker I							
	2.	Worker II							
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								
	9.								
	10.								
	11.								
	12.								
	13.								
	14.								
DIFFERENT CAREERS WOMEN	1.	Mother I							
	2.								
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								

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DISPLAYING OF DATA

OBJECTIVE DOCUMENTATION

1. Display your documentation in a logical consistent manner clearly labeling each set of figures or table.

2. Use the sex/race/career profile for your final recording of information.

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TEXTBOOK EVALUATION FORM
RESEARCH SEX STEREOTYPING
FORM A

MAJOR CHARACTER/CAREER ROLE ASSIGNMENT BY SEX

SERIES TITLE _____ DATE PUBLISHED _____

TEXT TITLE _____ READING LEVEL _____

		PAGE NUMBER	TOTAL
1.	Boys		
	Boys		
2.	Girls		
3.	Boys and Girls		
4.	Adult Males		
5.	Adult Females		
6.	Adult Males and Females		
7.	Male Animal		
8.	Female Animal		
9.	Folk Fantasy Male		
10.	Folk Fantasy Female		
11.	Male Biography		
12.	Female Biography		
13.	Other: (Neuter Animals, Science, Total Race)		
	Total Number of Careers Assigned to Men		
	Total Number of Careers Assigned to Women		
	Total Number of Neutral Careers		
	Total Stories Male (No. 1 + 4 + 7 + 9 + 11)		
	Total Stories Female (No. 2 + 5 + 8 + 10 + 12)		
	Total Stories Male/Female Together (No. 3 + 6)		
	Total Stories Other (No. 13)		
	Total Stories		

Career Roles/Men
Total Different Careers ____ (Count each career once)

	Career/Freq.	Career/Freq.	Career/Freq.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Neutral Careers
Total Diff. Careers ____

	Career/Freq.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

Career Roles/Women
Total Different Careers ____ (Count each career once)

	Career/Freq.	Career/Freq.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

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TEXTBOOK EVALUATION FORM
RACISM/SEXISM
FORM B

ETHNIC MAJOR CHARACTERS/CAREERS BY SEX/RACE

SERIES TITLE _____ DATE PUBLISHED _____

TEXT TITLE _____ READING LEVEL _____

Ethnic Categories	TOTAL	Black	Native American	Mexican	Puerto Rican	Chinese	Japanese	Filipino	Non Identifiable Ethnic Min.
Reading Grade Level									
Number of Texts									
Total Stories									
Featuring Boys									
Featuring Girls									
Featuring Boys and Girls									
Featuring Adult Males									
Featuring Adult Females									
Featuring Adult Males and Females									
Folk Fantasy Male									
Folk Fantasy Female									
Featuring Male Animal									
Featuring Female Animal									
Featuring Male Biography									
Featuring Female Biography									
Other: Science, Neuter Animal, Total Race									
Total No. Careers assigned to Men									
Total No. Careers Assigned to Women									
Careers and Frequency - Men 1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
Careers and Frequency - Women 1.									
2.									
3.									
4.									
5.									

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FORM C

SUMMARY FORM FOR MAJOR CHARACTERS/CAREERS BY SEX

SERIES TITLE _____ DATE PUBLISHED _____

PUBLISHER _____ GRADE LEVELS _____

Record for Each Text	TOTAL
TOTAL STORIES MALE	
TOTAL STORIES FEMALE	
TOTAL STORIES MALE/FEMALE TOGETHER	
TOTAL STORIES OTHER	
TOTAL STORIES IN SERIES	
TOTAL NUMBER OF CAREERS ASSIGNED TO MEN	
TOTAL NUMBER OF CAREERS ASSIGNED TO WOMEN	
TOTAL NUMBER OF NEUTRAL CAREERS	

TOTAL DIFFERENT CAREERS MEN _____

	Career/Freq.	Career/Freq.	Career/Freq.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			
31.			
32.			
33.			
34.			
35			
36.			
37.			
38.			
39.			
40.			

TOTAL NEUTRAL CAREERS _____

TOTAL DIFFERENT CAREERS WOMEN _____

	Career/Freq.	Career/Freq.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40		

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FORM D

SUMMARY FORM FOR ETHNIC MAJOR CHARACTERS AND CAREERS BY SEX/RACE

Series Title _____ Publisher _____ Date Published _____
Grade Levels _____

ETHNIC MAJOR CHARACTERS BY SEX/RACE

Ethnic Stories Total Stories	Black			Native American			Mexican			Puerto Rican			Chinese			Japanese			Filipino			Non-Identifiable			Ethnic Stories Series Profile		
	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O

ETHNIC DIFFERENT CAREERS BY SEX/RACE

Series Total Different Careers			Black		Native American		Mexican		Puerto Rican		Chinese		Japanese		Filipino		Non-Identifiable Ethnic Min.	
Total	Male	Female	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

		Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.	Career/Freq.
DIFFERENT CAREERS MEN	1.								
	2.								
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								
	9.								
	10.								
	11.								
	12.								
	13.								
	14.								
DIFFERENT CAREERS WOMEN	1.								
	2.								
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								

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SEXISM RACISM PROFILE

PUBLISHER | SERIES TITLE | PUBLICATION DATE(S)

MAJOR CHARACTERS SHOWN BY SEX

PROFILE 1

Total Stories	Male	Female	Male/Female Together	Other

ETHNIC MAJOR CHARACTERS SHOWN BY SEX/RACE

PROFILE 2

Ethnic Stories Total Stories	Black			Native American			Mexican			Puerto Rican			Chinese			Japanese			Filipino			Non-Identifiable Ethnic Min.			Ethnic Stories Series Profile		
	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O

CAREERS BY SEX/RACE

PROFILE 3

ALL RACES DIFFERENT CAREERS			ETHNIC RACES DIFFERENT CAREERS			NEUTRAL DIFFERENT CAREERS
Total	Male	Female	Total	Male	Female	Total

ETHNIC DIFFERENT CAREERS SHOWN BY SEX/RACE

PROFILE 4

Black		Native American		Mexican		Puerto Rican		Chinese		Japanese		Filipino		Non-Identifiable Ethnic Min.	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

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